

Course Number	SOWK 606 S02	Classroom	Online using Zoom & D2L
Course Name	Advanced Policy Practice in Context		
Day(s) & Time	Course dates: July 27 – August 12, 2020 Asynchronous activity: will be posted in D2L (approx. 3 hours) Zoom Sessions: Monday July 27, Wednesday July 29, Friday July 31, Wednesday August 5, Friday August 7 & Monday August 10. Hours: 9–11:50 & 1– 3:50		
Instructor	Robbie Babins-Wagner	Office Hours/Location	By appointment
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SYLLABUS STATEMENT

Explores the influences of public policy on the lives, relationships, and well-being of individuals, families, groups and communities, while examining the relationship between social justice in the policy-making process and the role of social workers in shaping policy.

COURSE DESCRIPTION

This course will provide you with the opportunity to examine current Canadian social policies as they pertain to social work practice. By critically analyzing practice through a policy lens, this course seeks to enhance and support further linkages between social work practice and social justice as integral to a holistic practice framework.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Critically analyze and synthesize the historical, political, economic, social and cultural contexts of social work practice;
2. Critically examine and discuss contemporary issues and current debates in social work practice and research;
3. Critically assess the role and impact of social policy on the well-being of Canadians and in social work practice;
4. Integrate and apply concepts of social justice, diversity, and anti-oppression into their social work practice;
5. Take social action towards creating change to address social/economic inequalities, injustices, and oppressive social conditions;
6. Situate themselves and articulate their position within theoretical, philosophical and critical perspectives and in relation to their practice. Debate and articulate their position on contemporary and current issues in social work practice and research; and
7. Advocate for social justice and the social well-being of all peoples, and in particular vulnerable or disadvantaged individuals, groups, and communities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

McKenzie, B., & Wharf, B. (2016). *Connecting Policy to Practice in the Human Services* (4th ed.). Oxford University Press.

*Each student may rent & download the e-book from these vendors; Apps available in Apple and Android BookShelf (by VitalSource) ; Red Shelf (*Red Shelf prices are in US dollars)*

Paperbacks available; Free shipping
[Bookstore](#) ; [Chapters Indigo](#)

Readings

Alberta Government. (2014). *Gap analysis of public mental health and addictions programs* (GAP-MAP). Retrieved from <https://prism.ucalgary.ca/handle/1880/50213>

Fortin, N., Green, D. A., Lemieux, T., Milligan, K., & Riddell, W. C. (2012). Canadian inequality: Recent developments and policy options. *Canadian Public Policy*, 38(2), 121-145.
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41756751>
<https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/479819>

Kania, J., Kramer, M., & Senge, P. (2018). *The water of systems change*. FSG.
https://www.fsg.org/publications/water_of_systems_change

Shier, M. L., & Graham, J. R. (2014). Social policy in Canada. In C. Franklin (Ed.), *Encyclopedia of Social Work Online* (pp. 1-13). Oxford University Press.
<https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-947>

Office of the Child and Youth Advocate Alberta. (2016). *Voices for change, aboriginal child welfare in Alberta, A special report*. Office of the Youth and Child Advocate, Alberta. July 2016. Retrieved from: http://www.ocya.alberta.ca/wp-content/uploads/2014/08/SpRpt_2016July_VoicesForChange_v2.pdf

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker (or air pods) is required for Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 606 is one of four courses in the Advanced Social Work Practice component of the MSW Clinical Specialization. This course will support you in further developing skills necessary to critically evaluate policy practice in context. You will explore connections between this course and your learnings about social justice and theory (SOWK 600), research and philosophy (SOWK 602), and practice theories in context (SOWK 604) in advanced social work practice.

CLASS SCHEDULE (Subject to Change)		
Date	Topic	Readings/Assignments Due
Monday July 27, 2020 9-11:50	Introduction to Advanced Social Policy	Shier & Graham (2014)
Monday July 27, 2020 1-3:50	Ideology and the Social and Political Environment of Policy Making.	McKenzie & Wharf (2016), Chapter 1, Class Presentation Video: https://www.alberta.ca/throne-speech.aspx <i>Guest Lecture: To be confirmed</i>
Wednesday July 29, 2020 9-11:50	Developing Social Policy in Canada	McKenzie & Wharf, Chapter 2, <i>Class Presentation</i> Fortin, Green, Lemieux, Milligan & Riddell (2012) <i>Guest Lecture: To be confirmed</i>
Wednesday July 29, 2020 1-3:50	The Policy Making Process	McKenzie & Wharf, Chapter 4, <i>Class Presentation</i> <i>Guest Lecture: To be confirmed</i>
Friday July 31, 2020 9-11:50	Policy Implementation	McKenzie & Wharf, Chapter 5, <i>Class Presentation</i> <i>Guest Lecture: To be confirmed</i>
Friday July 31, 2020 1-3:50	Policy for Social Change from Inside the System	McKenzie & Wharf, Chapter 6, <i>Class Presentation</i> <i>Guest Lecture: To be confirmed</i> <i>Alberta Government (2014)</i> <i>Guest Lecture: To be confirmed</i>
Monday August 3, 2020	No Class – Heritage Day	
Wednesday August 5, 2020 9-11:50	Influencing Policy from Outside the System	McKenzie & Wharf, Chapter 7, <i>Class Presentation</i> <i>Guest Lecture: To be confirmed</i>
Wednesday August 5, 2020 1-3:50	Feminist Thinking and Policy Making	McKenzie & Wharf, Chapter 8, <i>Class Presentation</i> <i>Guest Lecture: To be confirmed</i>
Friday August 7, 2020 9-11:50	Policy Making & Indigenous Peoples in Canada	McKenzie & Wharf, Chapter 10 Office of the Youth and Child Advocate Alberta (2016) Policy Issue Group Consultations
Friday August 7, 2020 1-3:50	Memo to Cabinet Simulations	<i>Guest Lecture: Jeff Loomis 1 pm</i> Policy Issue Group Consultations

Monday August 10, 2020 9-11:50	Memo to Cabinet Simulations	Policy Issue Group Consultations
Monday August 10, 2020 1-3:50	Memo to Cabinet Simulations Pulling it all Together	Policy Issue Group Consultations

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session. The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Class Facilitations
Due: According to topic in class schedule
Weight: 40%
Learning Outcomes: 1, 2, 3

Framework for the Facilitations:

This is a class facilitation, not a presentation. This assignment is designed to actively engage your class colleagues in the learning process. Class facilitation will include a) presentation (PowerPoint or Prezi), b) a brief overview of key factors associated with the topic, c) learning activities (e.g., case studies, role plays, experiential/interactive exercises) that provide opportunities for class discussion and for the class to apply significant concepts in the selected social work approach. The intent is for the class to experience processes and understandings unique to the policy development process with government. Please note that any PowerPoint or Prezi documents must be provided to the instructor at the end of the class and they will be made available to all students on D2L.

Length: Maximum 1-hour (60 minutes) facilitation (includes class involvement and class discussion)

An introduction could briefly describe the key concepts and underlying assumptions of the theory, its historical context, its application to social work practice, and a brief critique (its strengths, its limitations, ethical and cultural implications, and empirical support for the theory). Explore how this social work approach addresses such influences as power, oppression, social justice, social change and community within the context of such factors as class, race, gender, sexual orientation, age, and ability.

A group grade will be assigned after completion of the facilitation. The same grade will be assigned to each individual in the group; however, if you have not contributed to the group to the same extent as the other group members - a demonstration of professionalism and fair practice is required on your part – the instructor expects you, as an individual, to professionally state to the instructor the reasons for your reduced participation and then recommend to the instructor a lower grade for yourself individually than for your group peers.

Grading criteria for class facilitations:

- Quality, clarity and creativity of facilitation
- Understanding of the policy development topic area
- Summarizing the most significant concepts
- Appropriate use of the theory
- Connection to clinical practice
- Engaging the class in meaningful activities to facilitate learning

Assignment 2: Reflection Policy Paper

Due:

Weight: 20%

Learning Outcomes: 4, 5

You are asked to write a 1000-word paper to share your reflection and viewpoints toward any one of the presentations by the guest speakers or knowledge content area covered in a class. Although you are encouraged to be reflective in writing the paper, the following format for the paper is required to be used: 1) introduction, 2) key messages of guest speakers/knowledge content area covered in class, 3) your perspectives and viewpoints (supported by rationales and reasons), and 4) learning emerged.

Structure of this paper should include:

1. An introduction: Provide an interesting entry point for the readers, a clear and succinct overview of the reflective paper itself
2. Key messages clearly and accurately identified and explained
3. Own perspectives and views are clearly identified and explained with details with legitimate (preferably evidence based) rationales and supporting evidence/arguments
4. Identified own learning from the presentation and clearly discuss the implications of the learning to social policy and policy changes
5. Writing style and grammar

Assignment 3: Policy Analysis - Memo to Cabinet

Due: Students will workshop their memo to cabinet in their groups during class on August 7 & 10

The memo to Cabinet is Due: August 14, 2020 at 8:00 AM.

Weight: 40%

Learning Outcomes: 5, 6, 7

The purpose of this assignment is to simulate the preparation for an actual memo to cabinet in support of a policy change. Through this assignment you will identify, collect, and assemble materials that are relevant and important to understanding a policy change initiative that will be the focus of your memo to cabinet.

Part 1: The class will be divided into five to six groups of five to six students. The groups will align to one of the key policy change related topics for the course that will be used as the focal point of the presentation. These include: 1) mental health; 2) human services: a) child welfare, b) family violence, 3) employment, social security, living wage, guaranteed annual income; 4) homelessness; 5) families and children; 6) aging; 6) immigration. The instructor has arranged for you to meet with a community agency/stakeholder who is working in this area who will be a key informant for your presentation.

The students will present their work to date to the class on August 7 & 10 to simulate a policy consultation. Students will receive feedback from the class and instructor that they can incorporate into their final "Report to Cabinet".

Information from multiple sources including internet websites, policy documents, journal papers, and books can be used to 1) provide justifications and rationales for changes required, 2) identify the important conceptual and/or theoretical basis for the changes proposed, 3) provide the information about the expected idea changes, and 4) the strategies and approaches to be adapted to create such plan change.

Part 2: The memo to cabinet will allow students to simulate the preparation of an actual memo to cabinet for a policy area of interest. This assignment aims to strengthen the students' understanding of the issues and concepts related to the advocacy for a policy area. The instructor will provide the format for the Memo to Cabinet. The memo will be 2-4 pages maximum in length.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted."

LATE ASSIGNMENTS

Any extension in the class written assignment must be discussed with the instructor prior to the due date. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA

format. If you need writing support, please connect with the Student Success Centre, at:
<https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student’s final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. A student must achieve an A for each assignment to receive an A in the course.

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

COURSE EVALUATION
Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.
ADDITIONAL SUGGESTED READINGS
Additional readings will be posted on D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**